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ABSTRACT

The purpose of the exploratory survey reported here is to identify and describe some of the existing programs and activities at UCLA that are directed toward and related to community colleges and, to a lesser extent, to note other developments at UCLA that might have relevance for two-year colleges. The report is divided into six sections. Following the introduction, Section II deals with areas of emphasis in community college activity at UCLA. Section III covers UCLA agencies that give a notable emphasis to community college programs and activities. Section IV identifies developments at UCLA with potential relevance to the community college. Section V reports on a miscellany of community college activities at UCLA. The final section consists of recommendations and a conclusion. (Author/KM)

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UCLA AND COMMUNITY COLLEGES:

PARTNERS IN HIGHER EDUCATION

A Memorandum to Charles E. Young
Chancellor, University of California
Los Angeles

B. Lamar Johnson

JC 730 239

UCLA Danforth Junior College Program
Graduate School of Education
University of California, Los Angeles
1973

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October 23, 1973

Chancellor Charles E. Young
2147 Murphy Hall
Campus

Dear Chancellor Young:

At the opening session of UCLA's 1972 summer National Community College Conference ("Community Junior Colleges and Universities: Partners in Higher Education"), you called for the development of "cooperative programs among all three segments of higher education, especially between the universities and other four-year institutions on the one hand and the junior colleges on the other."

UCLA--perhaps more than any other university in the world--has an opportunity to develop cooperative programs with community junior colleges, for it is located in the world's greatest concentration of such institutions. California leads the nation in community college development, and most of the state's two-year colleges and their students are in Southern California. UCLA has a stake in community colleges and, conversely, these institutions have a stake in UCLA. Their future is inextricably interwoven.

The opportunities that UCLA has for working with community colleges are obvious in a number of fields. With declining university enrollments, community colleges are increasingly looked to as a source of students. This is as true at UCLA as at other universities. Effective working relationships with community colleges also provide an opportunity for research on the two-year college--particularly for a university such as UCLA, which is located in a "rich community college environment." In addition, working with community colleges provides UCLA with an opportunity for taking educational leadership in strengthening and improving the community college, one of the most important units in American education.

UCLA has by no means been laggard in developing programs that relate to and involve community colleges. Again, there is perhaps no other university in the world that has as wide a range of community college programs as has UCLA. This fact has been impressed on me as, during the past several years, I have addressed reports to the W. K. Kellogg and the Danforth Foundations on junior college programs at UCLA that these foundations funded. During work on these reports, I repeatedly learned of new activities that involved the two-year college. Some of these were in my department; many were in other schools, departments, and units of the university.

Frederick C. Kintzer and I commented as follows on this situation in the 1970-71 Report of the UCLA Junior College Leadership Program to the W. K. Kellogg Foundation:

> The wide scope and great variety of activities and emphases in the field of the junior college at UCLA have been noted in this report. With the expanding importance of the junior college and with the continuing interest of the university in the junior college, programs and activities in this field will inevitably increase in both number and breadth. They must also increase in effectiveness . . . .
>
> Although the present report represents as careful an attempt as has yet been made to identify junior college activities and emphases at UCLA, it has undoubtedly neglected a number of junior college developments within the university, some of which have notable significance.
>
> In looking to the future, it is essential that junior college programs and activities at UCLA be so coordinated that resources, experiences, and findings can be shared. Plans must be made for such coordination--to provide an organizational umbrella for junior college activities. When this is done, the resources of the university will be marshalled and, to an unparalleled degree, focused on service to the junior college.

This past year as an emeritus professor, I have had an opportunity--under the UCLA Danforth Junior College Program--to do some exploratory work on the identification of "junior college activities and emphases at UCLA." As a consequence I have prepared the enclosed report of junior college activities at UCLA. I emphasize that this is an exploratory survey only. It extends, but by no means completes, the cataloging of junior college programs and emphases at UCLA, for many have without doubt been omitted.

Nor is this an evaluative report. It makes no pretense of determining the effectiveness of programs that are identified.

It is my hope that the enclosed report may be of interest to you and to others at UCLA and in community colleges. In particular, however, it is my hope that the report may encourage and contribute to the development of cooperative programs between UCLA and the community colleges that you envisaged in your address at UCLA's 1972 summer National Community College Conference.

Sincerely,

B. Lamar Johnson
Emeritus Professor of
Higher Education

HLJ:njr

Enclosure

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UCLA AND COMMUNITY COLLEGES: PARTNERS IN HIGHER EDUCATION

I. INTRODUCTION

The purpose of the exploratory survey reported here is to identify and describe briefly some of the existing programs and activities at UCLA that are directed toward and related to community colleges, and, to a lesser extent, to note other developments at UCLA that might have relevance for two-year colleges. While some of the programs reported in the following pages focus directly on the community college, others have a broader educational range--of which the community college is, however, a part.

A useful background for the present report is provided by Frederick C. Kintzer's recent survey (to which more specific reference will be made later) in which he sought information regarding the involvement of individual UCLA faculty members in community college education as students, teachers, administrators, researchers, consultants, or parents of students.[1]

The report is divided into six sections. Following this Introduction, Section II is on Areas of Emphasis in Community College Activity at UCLA.

Section III deals with UCLA Agencies That Give a Notable Emphasis to Community College Programs and Activities.

Section IV identifies Developments at UCLA with Potential Relevance to the Community College.

Section V reports on a Miscellany of Community College Activities at UCLA.

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[1] Frederick C. Kintzer. UCLA Professor Involvement in Community College Education--Report of a Survey. Los Angeles: Graduate School of Education, University of California, Los Angeles, 1973. Typed Manuscript. To be published by Institute of Higher Education, University of Florida.

The sixth and final section of the report consists of Recommendations and a Conclusion.

In making this survey, I have interviewed university personnel--including administrators, professors, and students--and have studied a variety of publications and reports. It has been my experience that one interview leads to others and, likewise, that one publication leads to other publications and/or interviews. Within the time available, it has been impossible to follow through on all of these leads. Accordingly, this is only an exploratory survey and is by no means a complete catalog of community college-related activities at UCLA. It does, however, identify a rather wide variety of programs and activities relevant to the two-year college. Some of these are primarily valuable for the university, others for the community colleges themselves, and some are of mutual value for both institutions.

As I indicated in my letter of transmittal to Chancellor Young, this memorandum is not an evaluative report. It makes no pretense at evaluating the effectiveness of the programs it identifies, but it does call attention to their existence and suggest some potential values of a university-community college partnership.

These introductory comments suggest, perhaps, the potential value of another survey--or surveys--that would identify almost all of the UCLA community college programs and activities and, in addition, include some appraisal of their effectiveness.

II. AREAS OF EMPHASIS IN COMMUNITY COLLEGE ACTIVITY AT UCLA

UCLA programs and activities related to the community college vary widely in nature. Several emphases, however, will be singled out for special consideration.

A. Preparation of Community College Personnel

That UCLA accepts the preparation of staff members for community colleges as an important responsibility is indicated by the range and nature of "preparation programs" at the university. Leadership for most such programs is found in the Graduate School of Education, with, however, participation by professors in other schools and departments. In a number of situations (as will be noted) leadership for preparation programs is provided by various schools and departments.

1. Preparation of Community College Administrators. The UCLA Junior College Leadership Program (currently designated The UCLA Community College Leadership Program) is the major focus of activities for preparing community college administrators. Developed with the assistance of grants from the W. K. Kellogg Foundation from 1960 to 1971, it features a doctoral program and internships in community college administration. The presidents of Southern California Community Colleges, formally organized as the Advisory Council for the UCLA Community College Leadership Program, have provided counsel and advice on, and have been actively involved in, the development and operation of the program.[2]

During the years from 1960 to 1971, 99 students completed their doctorates in the program; 57 of them are now community college administrators.

Under the leadership of Jay D. Scribner, Associate Professor of Education, the UCLA Urban Educational Policy and

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[2] B. Lamar Johnson and Frederick C. Kintzer. A New Decade. Report. UCLA Junior College Leadership Program. 1970-71. Los Angeles: Graduate School of Education, University of California, Los Angeles. 1971. Mimeographed.

Planning Program prepares personnel for administrative positions in inner-city urban centers, particularly in situations with high minority populations. An important part of the program, which is funded by a grant from the U.S. Office of Education (USOE), is the active involvement of school administrators from the Los Angeles metropolitan area.

Although this program is not planned primarily for community college administrators, a substantial number of students in it are preparing for careers in two-year colleges.

2. Preparation of Community College Teachers. In California, holders of master's degrees are eligible for community college teaching in their fields of specialization, without additional preparation in education or related fields. Accordingly, students who enter community college teacher preparation programs at UCLA do so to enable them to become more effective teachers than would otherwise be possible. Undoubtedly the value of preparation programs in relationship to placement on the job market is also an important factor in motivating students to enroll.

Several schools and departments are engaged in preparing community college teachers. In some situations, programs focus specifically on teaching in the community college. In others, they feature community college teaching along with preparation for teaching at one or more other levels of education.

Arthur M. Cohen, Associate Professor of Higher Education, is responsible for the program for preparing community college teachers that has been developed within the Graduate School of

Education. He has reported the rationale and operation of the program, in collaboration with Florence B. Brawer, in a monograph, Focus on Learning: Preparing Teachers for the Two-Year College.[3]

In this program, students preparing to teach in community colleges complete a master's degree in their field of teaching and take a basic course, College Curriculum and Instruction. The program also features internships, under which students teach in community colleges and concurrently participate in university seminars that emphasize the teaching-learning process in the community college.

The Division of Vocational Education of the Statewide University of California--of which Melvin L. Barlow, Professor of Vocational Education, is Director--offers at UCLA a teacher-education program in vocational and technical education. Completion of this program, offered under a contract between the Board of Regents and the California State Board of Education, qualifies students for the "special designated subject credential in vocational education." A large percentage (perhaps as many as half) of the students in the program are teaching, or will teach, in community colleges.

More students are prepared for community college teaching in this program than in any other offered at the university.

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[3]Arthur M. Cohen, in collaboration with Florence B. Brawer. Focus on Learning: Preparing Teachers for the Two-Year College. Occasional Report Number 11 from the UCLA Junior College Leadership Program. Los Angeles: Graduate School of Education, University of California. 1968.

During 1972-73, the enrollment in vocational education teacher preparation courses totalled 819 (448 in courses offered during the university year, and 371 in summer offerings). I should also mention that a substantial number of community college teachers enroll in offerings in this program for professional improvement and advancement. During the university year, courses in this program are offered on the campuses of Southern California junior colleges, extending geographically from Imperial Valley to Santa Barbara.

The English Department has developed a program for preparing community college teachers of English. Under this plan, students completing their master's degrees take a two-quarter course on the teaching of English and serve as teaching interns in community colleges in Los Angeles and Santa Monica. Beginning with the 1973-74 university year, candidates for the master's degree will be expected to take a two-quarter sequence (English 270 A-B), which will combine seminar study of the teaching of English with actual teaching experience. This program will be coordinated by Joyce Peterson, Assistant Professor of English and, until recently, a junior college English teacher.

Also in the Department of English is a program for preparing teachers of English as a second language, offered by an autonomous subsection (English as a Second Language) of the English Department. Although it is not planned specifically for community college teachers, a sizable number of the approximately 80 students in the two-year Master of Arts

program are preparing to teach in community colleges. It should be noted that California community colleges enroll sizable numbers of students from foreign countries and also, of course, many ethnic minority students for whom English is a second language.

Theses in the two-year Master of Arts program in this program must apply to the teaching of English as a second language, dealing, for example, with the effectiveness of various types of language testing, the effect of teacher and student attitudes on learning a new language, procedures of teaching, or materials of instruction. The program is under the leadership of Clifford Prator, Professor of English, and Lois McIntosh, Professor of English. Many of the students who enroll in English 370K, Methods of Teaching English as a Second Language, are faculty members in community colleges, who often take the course for professional development and advancement.

The departments of mathematics and physics offer a Master of Arts in Teaching (M.A.T.) degree. Both departments offer course sequences designed for students who plan to teach, along with courses in methods of teaching. Although these degrees and programs are not specifically planned for students preparing to teach in community colleges, they are appropriate for them. The departments are considering plans under which their M.A.T. programs will become increasingly important in the preparation of community college teachers of mathematics and physics.

Donald Carlisle, Associate Dean, Graduate Division, as principal investigator, has given leadership to the establishment of a fellowship program, "Enriched Master's Degree Program for the Preparation of Junior College Teachers." The two-year program, which was particularly planned for members of ethnic minorities, included both instruction in methods of teaching and a teaching internship. Funded by grants (which have recently been discontinued) from the Educational Professional Development Act (administered by the USOE), fellowships were available in the following fields: chemistry, economics, English, geography, history, mathematics, physics, political science, sociology, Spanish and Portuguese, and theater arts. It should be noted that these represent departments that give special attention to the preparation of teachers in their graduate programs, particularly at the master's level.

The School of Nursing offers a Master of Nursing program, one major of which prepares students for teaching courses in nursing in community colleges. This program, under the direction of Rheba D. Tornyay, Professor of Nursing and Chairman of the Department, represents the continuation of a foundation-funded program that was earlier launched (under former Department Chairman Lulu Hassenplug with funding from the W. K. Kellogg Foundation) for the preparation of community college teachers of nursing.

In 1969, the Los Angeles Academic Senate authorized the offering by departments of "graduate courses involving

teaching preparation . . . to enhance the preparation of graduate students, especially teaching assistants, for college and university teaching." These courses--numbered 495--particularly study "problems and methodologies associated with instruction in the departmental subject field."

Currently 495 courses are offered in the following ten departments: anatomy, French, geography, German, Latin, psychology, sociology, Spanish and Portuguese, speech, and theater arts.

3. Preparation of Community College Counselors. A program for preparing community college counselors is offered in the Department of Education under the leadership of Charles C. Healy, Assistant Professor of Education. Courses and seminars in the program include a study of the theory and practice of counseling with particular reference to the community college and with special emphasis on career counseling. Students in the program engage in field studies and gain experience in counseling in neighboring community colleges.

4. Preparation of Community College Librarians. The School of Library Service offers a Master of Library Science degree with a specialization in junior college librarianship. One year of the two-year program for this degree is devoted to specialization in the junior college, offering one or more courses on the junior college and an internship in a junior college library.

B. Research on the Community College

Much research on the two-year college is done at UCLA. Some of it will be identified and described in the following pages.

Under a contract with the USOE, James W. Trent, Associate Professor of Higher Education, in December 1972, completed a comprehensive study of the junior college.[4] The three-volume report of the study includes an extensive analytical review of the literature on junior colleges, findings emerging from interviews with leaders in the junior college field (regarding objectives, problems, and needs of the two-year college and perceptions of quantitative data needed to deal with the problems and issues in the field), in-depth case studies of 15 junior colleges representing different types of institution, and the identification of measurements and items for use in future evaluation research on junior colleges.

The Study of Junior Colleges is designed to assist the USOE "in determining what criteria should be used to measure and analyze the special needs and performances of junior colleges, and to serve as a first step in the development of a national data bank on junior colleges." Because of the scope and quality of the study, it is expected to be published by a commercial publisher in a format that will assure a wide national circulation.

Confronting Identity: The Community College Instructor is the most recent book by Arthur M. Cohen and Florence B. Brawer.[5] Addressed to

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[4] James W. Trent and others. The Study of Junior Colleges. Volume I, Roles and Realities of Community Colleges: An Analysis of the Literature; Volume II, Diverse Dimensions of Community Colleges: Case Studies of 15 Institutions; and Volume III, Measuring the Dimensions of Community Colleges. Department of Health, Education, and Welfare, United States Office of Education, National Center for Educational Statistics, 1972. Mimeographed.

[5] Arthur M. Cohen and Florence B. Brawer. Confronting Identity: The Community College Instructor. Englewood Cliffs, New Jersey: Prentice-Hall. 1972.

community college instructors, this volume draws on the authors' research and also on the extensive literature on teachers and teaching. Its importance is suggested by Nevitt Sanford, in his foreword to the book, as he points out: "Almost nothing has heretofore been done, in research or in practice, about the development of the college teacher as a person." The authors, Sanford points out, "contribute a thoughtful and enlightening discussion of the crucial questions: What kind of professional should the community college teacher be? What kind of professional role best favors personal growth in teachers and students? What kind is favored by professors who reach high levels of development?"

In Middleman in Higher Education[6] Frederick C. Kintzer makes a progress report on findings from his three-year international (United States and Canada) study of articulation between two- and four-year colleges. The purposes of the study, funded by a grant from the Exxon Education Foundation, are to assemble and synthesize information regarding credit and course transfer relationships between institutions in 50 states and Canada, to evaluate articulation models identified during the process of assembling and synthesizing the data, to investigate student attitudes toward transfer, to report transfer problems, and to provide guidelines for planning statewide and regional articulation.

Mr. Kintzer's years of service as Associate Statewide Director of the University of California Office of Relations with Schools are reflected in the planning, organization, and conduct of his research. The articulation study is scheduled to be completed in late 1973.

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[6] Frederick C. Kintzer. Middleman in Higher Education. San Francisco: Jossey-Bass, Inc. 1973.

Mr. Kintzer's survey of "UCLA Professor Involvement in Community College Education" (to which brief reference has been made) is relevant to the present memorandum.[7] In his survey, Mr. Kintzer secured information on the involvement of UCLA faculty members in community college education. He received 587 (21%) replies from the 2,800 professors to whom he sent inquiry forms. Approximately 60% (335) reported some specific community college involvement or interest.

Fifteen percent (88 of the 587 respondents) had attended the two-year college. (It should be noted--although he was not included in the survey--that Chancellor Charles E. Young and Mrs. Young are community college graduates.) Well over two-thirds of those who attended junior college and offered either positive or negative reactions to their experiences there, rated the two-year community college as better than the freshman or sophomore years at a university. Supporting statements stress "smaller classes," more "individual attention," "better instruction," and "superior faculty." Several stress the fact that association with faculty members at the community college was both direct and personal, whereas they recall having little direct contact with professors at a university.

Thirty-seven professors are former community college teachers, and four are former administrators. Those who have taught in community colleges recall having more time to devote to teaching and to working individually with students than is the case at a university, where faculty members seldom have a load limited to classroom instruction.

Forty-one professors are parents of present or former two-year college students. Parents comment on the quality of community college teaching

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[7] Kintzer, op. cit.

through a variety of expressions: "as good or better teachers," "satisfactory preparation to enter the university," "greater sense of community and belonging," and "more personal identification with professors." A number refer to the role of the community college as a "transition college" for "late bloomers." Some, however, feel that the community college is too much like high school. Others note inadequate counseling in the two-year college. Professors frequently comment on the importance of counseling transfer students, suggesting that it is one of the weakest links between the community college and the university.

Eighteen professors comment on the role of the university and of the community college in serving disadvantaged students, agreeing almost unanimously that these students are more likely to receive a better transitional or terminal college-level education at the two-year college than at most universities. It appears that providing education for disadvantaged students is an important responsibility and opportunity for the community college.

Participants in Mr. Kintzer's survey report that academic departments and service units of the university are presently engaged in a variety of cooperative activities with two-year colleges. These include: (1) a community college consortium, (2) the work of the Office of Relations with Schools, (3) the UCLA Community College Leadership Program, and (4) the university's role in the California Articulation Conference. Mr. Kintzer suggests that the California Articulation Conference "has the strongest potential for assuring a lasting partnership in the total perspective of higher education." The university, he observes, can ill afford to abdicate its role in this organization, which is committed to the partnership concept.

Several professors applaud the work of the Office of Relations with

Schools, particularly the conferences that it annually sponsors for community college counselors.

In his report, Mr. Kintzer urges improved communication between the university and community colleges, an increase in university research on the community college, and coordinated efforts to improve the counseling of community college transfer students, both when they are enrolled in two-year colleges and when they enter the university.

James A. Farmer, Jr., Assistant Professor of Adult Education; Paul H. Sheats, Professor of Adult Education; and J. David Deshler, Research Assistant in Adult Education, have made an evaluative study of Title I programs in California from 1966 to 1971.[8] Funded by the California Coordinating Council for Higher Education, the study investigated the extent to which Title I programs had contributed to "strengthening and improving community service and continuing education programs in California institutions of higher education." Although the study is not limited to the community college, the two-year college has a central role in the study and in the report on it. Strengths and weaknesses of programs are identified and recommendations for improvement are made on the basis of the findings.

Mr. Farmer is currently directing an "evaluative accountability study in vocational education" in the Coast Community College District. The study, funded by the California State Department of Education, involves Orange Coast College, Golden West College, and high schools in the Coast Community College District. It uses an evaluation model--involving "chartering

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[8] James A. Farmer, Jr., Paul H. Sheats, J. David Deshler. Developing Community Service and Continuing Education Programs in California Higher Education Institutions. Sacramento: California Coordinating Council for Higher Education. 1972.

processes"--developed in earlier research by Mr. Farmer. The study is identifying the demands for evidence of accountability in vocational education programs and how to provide it. Since the study is being made at the request of the Office of the Chancellor of California Community Colleges and of the California State Department of Education, it is anticipated that its findings will be widely disseminated and used.

During his 1972-73 sabbatical leave, Andrew H. Horn, Dean of the School of Library Service, made a field study of library manpower requirements in Southern California. Community college requirements have an important place in Dean Horn's study and his findings are expected to lead to program modifications in the School of Library Service.

Charles C. Healy, Assistant Professor of Education, is in the process of completing a national survey of career counseling in the community college. The survey includes both an analysis of career counseling literature in the two-year college and a survey of practices in community colleges. The report of the survey, to be published under the sponsorship of the ERIC Clearinghouse for Junior Colleges, will feature descriptions of career counseling practices identified as successful and replicable in other colleges.

It should be also noted that the research by students in doctoral programs in the community college field at UCLA is substantial. In national compilations of doctoral dissertations on the junior college, UCLA consistently ranks at or near the top in the number of dissertations listed.[9] Research papers from seminars on the community college are submitted to the

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[9] John E. Roueche, Compiler. A Bibliography of Doctoral Dissertations, 1964-1966. Washington, D.C. American Association of Junior Colleges. 1967. "Dissertations Completed, 1968-71." Junior College Journal. 42:30-34. August/September, 1971.

ERIC Clearinghouse for Junior Colleges; many of them are included in the national ERIC network.

C. Community College Conferences, Institutes, and Workshops

Conferences, institutes, and workshops are an important area of community college activity at UCLA. In the following paragraphs, a few will be noted as illustrations only. In other sections of this report (where the work of various agencies is discussed), reference is made to additional conferences and workshops, for example, the annual summer junior college conference, and the summer workshop for new junior college presidents and their wives, both sponsored by the UCLA Community College Leadership Program.

During the summers of 1972 and 1973, Professor Lawrence Erickson, Assistant Dean of the Graduate School of Education, has offered four-week seminars in consumer education for community college faculty members. Funded by the Institute for Life Insurance, the institutes have given faculty members an opportunity to develop curriculum guides and instructional materials for use in community college teaching. Thirty-four community college teachers attended the 1972 institute; 29 attended in 1973.

From June 25 through August 24, 1973, Professor John G. Burke, Divisional Dean of Social Sciences, directed a seminar entitled "Technology, Society, and Values in 20th Century America." It was planned for college--including community college--teachers of history or the humanities. The seminar was funded by the National Endowment for the Humanities, which provided stipends of $2,250 for each of the 12 participants in the seminar.

Twelve of the 56 applicants for the seminar were accepted, seven of them two-year college faculty members. Plans for a second and expanded seminar are currently under discussion with the National Endowment for the Humanities.

In discussing the seminar, Dean Burke stated that "it provided an opportunity for college teachers to work in a seminar setting on subject matter that they can introduce into their own courses--or perhaps use in launching new courses."

Special mention should be made of the annual spring conference of Southern California Deans of Instruction. Launched under the leadership of Arthur M. Cohen, this annual two-day conference provides an important and continuing opportunity for liaison between UCLA and community colleges.

D. International Community College Activities

The relevance of the community college to education in other nations is increasingly recognized in both this and other countries. Professors from UCLA have been active in serving as consultants and engaging in "community college studies" in other nations, such as Ceylon, Kenya, Japan, and Australia. Students from other nations, including Australia, Korea, and Ghana, have come to UCLA to study the community college and its possible relevance to education in their countries. Similarly, educators from other countries, including Australia, Japan, Ceylon, Venezuela, Chile, New Zealand, and Colombia, have come to UCLA to study the American community college.

Activities on the "community college international front" continued during the 1972-73 university year. During his spring quarter sabbatical year, Mr. Kintzer went to Norway to study the relevance of Norway's regional colleges to American community colleges. He particularly investigated the administrative structure and governance of these institutions, transfer between institutions, and innovative instructional practices. He is in the process of preparing a report on his survey.

During January 1973, Mr. Johnson served as a consultant on community colleges to the USAID Mission to Vietnam. During this, his second assignment

to Vietnam (he was there in December 1970 and January 1971), Mr. Johnson worked with officials on the establishment of two colleges that were opened while he was there. He also advised government officials and educators of Vietnam on plans for the future, particularly after the establishment of peace in that country. Mr. Johnson's report and recommendations to USAID at the conclusion of his assignment have been widely circulated in both Vietnam and the United States.[10]

In November and December 1972, James W. Trent, Associate Professor of Higher Education, served as a consultant to the Institute of Educational Investigation at Simon Bolivar University, Caracas, Venezuela. Along with other responsibilities, Mr. Trent served as a consultant on planning and developing community colleges, several of which have been established in Venezuela.

In January 1972, Mr. Cohen served as a consultant on regional colleges in Israel, particularly on the relevance of American community colleges to regional colleges. He also lectured on higher education at universities and at the Ministry of Education of Israel.

A visitor from abroad has spent part of 1973 at UCLA getting acquainted with the community junior college. Richard Bedggood, Senior Lecturer, University of Auckland, New Zealand, spent four months of the spring and summer quarters studying developments in higher education in California. He reports an increasing interest in the community college in New Zealand. During his stay he attended seminars, consulted with professors, visited community colleges, attended community college conferences, and assembled a

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[10] B. Lamar Johnson. The Community Junior College in Vietnam. A Report on a Four-Week Visit to Vietnam. Saigon: USAID Mission to Vietnam. January 31, 1973.

collection of reports and publications on the community college for use in New Zealand. He will report his observations to the Ministry of Education and to officials at his university.

E. Work with Educationally Disadvantaged and Minority Students

All of higher education, including universities and community colleges, has both an obligation and an opportunity to provide education for educationally disadvantaged youth, particularly those from minority groups.

Both UCLA and the community colleges with which the university works recognize the responsibility referred to above. Accordingly, it is understandable that UCLA has a good number of activities that relate to the education of minority students, particularly those who attend community colleges.

Earlier mention has been made of the Urban Educational Policy and Planning Program in the Graduate School of Education, whose purpose is to prepare administrators for positions in urban schools, particularly those with high minority enrollments. The program includes preparation of community college administrators.

Simon Gonzalez, Assistant to the Chancellor and Associate Professor of Education, leads a number of programs and undertakings that relate to UCLA, the community college, and minority populations of Southern California. He has been active in the special service project that involves UCLA and the Southern California community college consortium, to which reference is made below. He and Frederick C. Kintzer have applied to the USOE for funds to support a program to train Mexican Americans for administrative leadership in community colleges by providing fellowships for selected students.

Mr. Gonzalez was responsible for the National Education Task Force De La Raza Program on "Urban Education and the Mexican American," which was held at UCLA July 11-13, 1973. The conference featured a session on the

community college, the theme of which was "The Community College: A Viable Institution for the Mexican American."

Since 1971, UCLA has been working with a consortium of four Southern California community colleges (East Los Angeles College, Compton College, Pasadena City College, and Los Angeles City College) on a special program designed to increase the flow of disadvantaged students from two-year community colleges to four-year institutions. It is directed by Juan F. Lara, who is responsible to Vice Chancellor Charles Z. Wilson. In 1971, 248 students from consortium colleges enrolled in UCLA under the program. In the fall of 1972, 309 new students entered from the four colleges, and 199 continued from the preceding year, bringing the total number of students at UCLA under the consortium program in 1972-73 to 504.

Under this program, which is funded by the USOE and by other federal monies administered through the UCLA Office of Financial Aids, students receive financial help and special counseling and assistance.

The retention rate for students in this program was 80.9 percent in 1971-72 and 93.1 percent in 1972-73. At the opening of the Spring 1973 quarter, 60 percent of the consortium students had satisfactory academic standings; others were subject to probation or dismissal.[11] It should be noted that only slightly more than 13 percent of the consortium students were admissible to UCLA under regular admission standards. Accordingly, this program is providing a new opportunity for disadvantaged community college students to receive a university education.

Walter F. Stover, Personnel Manager, UCLA, is the Director of the UCLA

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[11] Susan Meives. A Summary of the Academic Progress of the 1971-72 and 1972-73 Southern California College Consortium Students. Spring 1973. Submitted to Charles Z. Wilson, Vice Chancellor, Academic Programs. May 1973. Pp. 5 and 8.

New Careers Project, a program that has been financed by the U.S. Department of Labor for several years. It is planned to prepare "hard-core unemployed people" for employment. Those admitted to the program are placed in part-time positions at UCLA, where they are supervised and counseled. They may also take courses designed to improve their employability.

During the first year in the program, employees' salaries are paid by the Department of Labor; during the second year, salaries are shared by the Department of Labor and UCLA; and during the third year, UCLA is expected to pay the entire salary. It is notable that a high percentage of those entering the program have become successful employees.

Many participants in the New Careers Project take courses in neighboring junior colleges, including particularly Los Angeles Pierce College and Los Angeles Trade Technical College.

The University Extension Division offers a course--Cultural Transition and Adaptation in Higher Education (XL-CED-10)--which is planned particularly to prepare junior college students (especially those with disadvantaged backgrounds) for entrance to UCLA.

The School of Library Service has recommended a series of four undergraduate courses on bibliography designed for students of special cultural backgrounds: American Indian Bibliography, Mexican-American Bibliography, Afro-American Bibliography, and Asian-American Bibliography. These courses will be of particular interest to such minority students transferring to the university as those from the Southern California College Consortium to which reference has been made.

F. Innovations at UCLA and in Community Colleges

Innovation--conceived as planned change designed to effect improvement--can and should have an important place in program planning, development,

and operation. Thus conceived, it has characterized a number of community college activities and programs at UCLA. A few will be noted in the following paragraphs.

Case studies and in-basket items have been developed and used in seminars on junior college administration. Team teaching (with teams including both UCLA professors and selected community college administrators) is also used in teaching community college administration. A course for students who plan to teach in community colleges concentrates on the use of specific instructional objectives in the process of teaching the course.[12]

In seminars on the community college, professors have followed the practice of having all student papers duplicated (generally by colleges in which the students serve or by other interested colleges) and distributed to the presidents of Southern California junior colleges. Under this plan, colleges receive and use reports of research done by advanced graduate students. Under this plan, students can also know that their papers have a "reading public" that extends beyond their professors and fellow students. Seminar papers are also sent to the offices of the American Association of Community and Junior Colleges and to the ERIC Clearinghouse for Junior Colleges.

In addition to innovative developments at UCLA (those mentioned represent only a sampling), special note should be made of activities at the university that relate to innovations in community colleges. Several UCLA publications and reports deal with them.

Mention might be made of Mr. Johnson's two national surveys, made

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[12]Arthur M. Cohen, in collaboration with Florence Brawer, op. cit.

several years ago,[13,14] of new developments in junior college teaching.

Mr. Cohen's Dateline '79: Heretical Concepts for the Community College looks to the future of the community college in a nontraditional projection of possibilities and proposals.[15]

Among publications of the ERIC Clearinghouse for Junior Colleges that deal with innovative developments in the community college is Roger Bannister's Case Studies in Multi-Media Instruction. Topical Paper No. 18, February 1971.

The UCLA Danforth Junior College Program has given major attention to the development and use of self-instructional materials in community college teaching. It has not only sponsored conferences, workshops, and extension courses in this field, but has also published national directories of self-instructional materials specifically developed for and used in community colleges.[16]

Doctoral dissertations on innovations in the two-year college include Robert Keuscher's An Appraisal of Some Dimensions of System Theory as Indicators of the Tendency to Innovate in Selected Public Junior Colleges (1967), and Richard D. Howe's Innovativeness and Openness Among Member Colleges of a Voluntary Consortium of Community Colleges (1970).

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[13] B. Lamar Johnson. Islands of Innovation. Occasional Report Number 6 from the UCLA Junior College Leadership Program. Los Angeles: Graduate School of Education, University of California, Los Angeles. 1964.

[14] B. Lamar Johnson. Islands of Innovation Expanding: Changes in the Community College. Beverly Hills: Glencoe Press. 1969.

[15] Arthur M. Cohen. Dateline '79: Heretical Concepts for the Community College. Beverly Hills: Glencoe Press. 1969

[16] M. Stephen Sheldon and Young Park, Compilers and Editors. A Directory of Self-Instructional Materials Used in Community Colleges. Second edition. UCLA Danforth Junior College Program, and ERIC Clearinghouse for Junior Colleges, Graduate School of Education, University of California, Los Angeles. 1972.

National conferences sponsored by and held at UCLA frequently deal with innovation in the community college: "New Directions for Instruction in the Junior College" (1964), "Systems Approach to Curriculum and Instruction in the Open-Door College" (1966), "The Experimental Junior College" (1967), and "Toward Educational Development in the Community Junior College" (1971).

Workshops and conferences for staff members in Southern California community colleges are held on such topics as "New Developments at Oakland Community College: A Case Study of Innovation," games in junior college teaching, audiotutorial instruction, and the development and use of self-instructional materials.

The annual junior college deans of instruction conference, held under the leadership of Mr. Cohen, consistently focuses on new developments in teaching.

Professors at UCLA often help community college staff members to identify and visit institutions where significant innovative developments can be observed. The UCLA Junior College Leadership Program occasionally sponsors "innovations tours" for community college staff members--one, for example, to centers of instructional innovation in the Midwest.

These represent innovative activities and emphases in the field of the community college at UCLA.

III. UCLA AGENCIES THAT GIVE NOTABLE EMPHASIS TO COMMUNITY COLLEGE PROGRAMS AND ACTIVITIES

A. UCLA Community College Leadership Program

The UCLA Community College Leadership Program was launched in 1960-61 with the assistance of a grant from the W. K. Kellogg Foundation. Continuing grants from the foundation helped support the program during the succeeding

eleven years. It should be noted that, although the foundation grant extended only to 1971, the activities of the Leadership Program continue. Planned to prepare and improve community college administrators, the program has featured a doctoral program in junior college administration, internships in junior college administration, workshops, conferences, and publications. Special mention should be made of the Advisory Council for the UCLA Community College Leadership Program, which includes more than 50 presidents of community colleges in Southern California. Activities of members of the council include providing advice on and assistance in graduate offerings in junior college administration at UCLA. They have had, for example, an important role in the planning and operation of the internship in community college administration. Members of the council are also frequent participants in courses and seminars at the university. Featured in the work of the council are from two to four conferences for the presidents each year, the first being a three-day conference at the Lake Arrowhead Conference Center of the University of California.

At the 1972 Lake Arrowhead Advisory Council Conference, Dean Warren H. Schmidt of the Graduate School of Management at UCLA was a guest speaker and consultant. Peter Drucker will be serving in a similar capacity at the forthcoming (October 10-12) 1973 conference.

The work of the Advisory Council for the UCLA Community College Leadership Program is important in encouraging various liaison activities involving both UCLA and community colleges.

Since 1961, the UCLA Community College Leadership Program has sponsored national summer conferences on subjects relevant to two-year colleges. The theme of the 1973 conference (held at UCLA July 16 and 17) was "Community Continuing Education: Alternative Approaches to Responsibility."

Also at UCLA in July 1973 was a one-week workshop for new community college presidents and their wives, one of a series the Leadership Program has sponsored during recent summers. Both the conference and the workshop were under the leadership of Frederick C. Kintzer.

The 1970-71 report of the UCLA Junior College Leadership Program[17] reported developments during the first decade of the program. Noted, for example, was the fact that 99 students had completed doctorates (Doctor of Education and Doctor of Philosophy) under the program during the preceding ten years. These "products of the program" held the following positions:

Position		Frequency
In Junior College		68
President	16	
Vice-President or Dean	18	
Assistant to President	2	
Other Administrative Positions		
Associate or Assistant Dean		
Director of Personnel		
Coordinator		
Director of Research	13	
Division or Department Chairman	8	
Professor-Instructor	5	
Counselor	6	
In University or State College		18
Professor	13	
Administrator-Dean or Coordinator	3	
Other--Librarian, Staff Associate	2	
Public School Administrator	4	4
Educational Consultant	3	3
Government Agency or National Organization Administrator	5	5
Private Business	1	1
Total		99

[17] B. Lamar Johnson and Frederick C. Kintzer. Report of the UCLA Junior College Leadership Program, 1970-71. A New Decade. Los Angeles: Graduate School of Education, University of California, Los Angeles. 1971. Mimeographed.

As to be expected, most of these former students (68 of the 99) were in junior colleges, 57 of them in administrative positions. Sixteen were presidents and 18 were vice-presidents or deans.

Although most of these 68 former students were in California, 17 (as noted below) were in eight other states and four in foreign countries:

Location	Frequency
California	78
Hawaii	1
Illinois	4
Indiana	1
Michigan	2
Missouri	4
Montana	1
New Jersey	2
North Carolina	2
Australia	1
Canada	1
Egypt	1
Samoa	1
Total	99

The publication of the series, Occasional Reports from the UCLA Junior College Leadership Program, dates from 1961 when Mr. Kintzer's Faculty Handbooks in California Junior Colleges was published as Occasional Report No. 1. In 1973 Occasional Report No. 18 was released: Community Junior Colleges and Universities: Partners in Higher Education. Sales of Occasional Reports through the UCLA Student Store are both national

and international. Unfortunately, nine of the Reports are currently out of print. Reproductions of them, however, are available for purchase through the ERIC Document Reproduction Service.

B. ERIC Clearinghouse for Junior Colleges

The ERIC Clearinghouse for Junior Colleges, funded by the National Institute of Education, and now in its eighth year of operation, is a documentation and information analysis service for the junior colleges of America, and indeed of the world. The Clearinghouse collects and processes documents--including research reports, descriptions of junior college programs and activities, and speeches or essays discussing educational philosophy. It is important to note that the Clearinghouse staff interprets, synthesizes, and analyses educational information in the junior college field.

Accordingly, publications of topical papers, monographs, and books are an important part of the Clearinghouse service. Since September 1972, the Clearinghouse has provided a monthly four-page insert on the community college for Change, a leading journal in higher education. Arthur M. Cohen, Director of the Clearinghouse, is editor-in-chief of the recently established quarterly journal, New Directions for Community Colleges, published by Jossey-Bass, Inc.

Special services to organizations and to individual two-year colleges are another important activity of the Clearinghouse. It serves, for example, as the secretariat-coordinator for the Junior College Research Group that is affiliated with the American Educational Research Association. At the annual meetings of the American Association of Community and Junior Colleges, the staff of the Clearinghouse demonstrates the uses of the ERIC system and participates in the deliberations of various commissions and

councils. It also prepares background materials such as bibliographies and summary statements on research for community college workshops and conferences. In addition, special services are provided for individual colleges on a wide variety of topics.

The Clearinghouse assists in coordinating research and writings on the community college, by personnel both at UCLA and throughout the nation.

A recent publication reports Clearinghouse activities from its inception in 1966 to the present. The following special projects (along with publications emerging from each) are listed as examples of special Clearinghouse undertakings:

English Writing Project
New Approaches to Viewing Community College Students and Staff
Black Studies in the Community College
A Critical Analysis of the Financial Situation in Community Colleges
Coordinating Work and Study Experiences in the Career Education Curriculum of the Community College
Career Counseling in Community Colleges[18]

Under the sponsorship of the Clearinghouse, the following books are currently in advanced stages of writing and editing:

Florence B. Brawer, Associate Research Educationist, ERIC Clearinghouse. New Perspectives on Personality Development in College Students. Jossey-Bass, Inc. Publication, Fall 1973.

Charles Healy, Assistant Professor of Education, UCLA. Career Counseling in the Community College. C. C. Thomas. Publication, Spring 1974.

Barry Heerman, Program Head, Sinclair Community College, Ohio. Cooperative Work Experience Programs in Community Colleges. Jossey-Bass, Inc. Publication, Fall 1973.

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[18] Marcia Boyer and Leslie Purdy, Compilers. Linking Research and Practice for Community Colleges, 1966-1973. Los Angeles, ERIC Clearinghouse for Junior Colleges, University of California, Los Angeles. 1973. Pp. 9-13.

John Lombardi, Consultant to ERIC Clearinghouse, and former Assistant Superintendent of Schools for Community Colleges, Los Angeles. Managing Finances in the Community Colleges. Jossey-Bass, Inc. Publication, Fall 1973.

The Clearinghouse is also valuable to instruction and research at UCLA. Having the resources of the Clearinghouse conveniently available is a great help to professors and students alike, and adds notably to the effectiveness of both instruction and research at the university.

C. Office of Relations with Schools

The Office of Relations with Schools of the Statewide University of California has been decentralized. The Central Office and files will be in Berkeley, with major responsibility for relationships being assigned to individual campuses such as UCLA. John Gilbert, Director of the UCLA Office of University Relationships with Schools, is administratively responsible to Vice Chancellor Charles Z. Wilson.

The UCLA Office of Relations with Schools carries out a systematic program of visits to community colleges throughout Southern California. During these visits, representatives of the office (frequently joined by professors from various departments) discuss the problems of and opportunities for transfer from the two-year college to UCLA. Conferences with counselors and with prospective UCLA students play an important role in these visits.

The School of Engineering and the Department of Military Science represent university departments that join the Office of Relations with Schools in conferences on community college campuses.

In cooperation with the Office of Relations with Schools, the UCLA Department of Military Science, under the leadership of Colonel Richard A. Littlestone, has a systematic program for visiting Southern California

community colleges to inform students about the UCLA R.O.T.C. Program. Colonel Littlestone's program has attracted national attention in Army R.O.T.C. circles. The Colonel has been asked to inform high officials in the Army about his systematic program of visiting and conferences for possible adaptation by other universities. Seven of the 28 men commissioned by the Army at the UCLA R.O.T.C. Program on June 16 were transfers from community colleges.

Representatives of the School of Engineering--particularly Dean W. J. Knapp, Assistant Dean for Undergraduate Studies--join representatives of the Office of Relations with Schools in visits to community colleges and in work with community college counselors.

The School of Engineering, under the leadership of Dean Knapp, also maintains an active program of relationship with community colleges. An important feature of this program is a plan of "professor lectures," under which UCLA professors of engineering are available for lectures at community colleges. The program actually involves both lectures and demonstrations. During 1972-73, for example, the hydrogen car demonstration was an important item in the program, and 17 lectures were presented at seven Southern California community colleges.

In addition to conferences and visits, the Office of Relations with Schools carries on an extensive correspondence with community colleges and engages in studies both of trends in community college transfer and of the success of transfer students at UCLA.

The staff of the Office of Relations with Schools is important in representing UCLA at the Statewide Articulation Conference in Higher Education, which, as has been noted earlier, Frederick C. Kintzer singles out for commendation--noting how important it is in cooperative relationships

between and among California institutions of higher education. In describing the Articulation Conference, Mr. Kintzer writes, in part,

> . . . created under the general guidance and urging of the university some 40 years ago, this organization was created to deal directly with specific transfer problems. It consists of nine representatives of California's public secondary schools, state universities and colleges, private universities and colleges and the University of California, eleven representatives of public community colleges, four members representing the State Department of Education, and one each from the Coordinating Council for Higher Education and the California Elementary School Administrators' Association. The four segments of public education and representatives of private higher education, each a Committee on Articulation, meet annually in the fall to consider areas of concern and specific problems and, to prepare for the spring meeting of the total Articulation Conference as a regular feature of this annual meeting, the segmental groups meet individually and in turn with other segments. The great strength of this organization is that it is responsive to consensus agreement, not to edict--action through influence rather than force. This commitment is specifically stated as a main purpose: 'To bring about better understanding among the segments [rather than] to impose the will of one upon the other.'
>
> The working groups of the statewide organization are the liaison committees. Usually organized as subject-matter units, these committees meet during the year to work out transfer details and solve individual grievances. The Engineering Liaison Committee is probably the most influential of the conference's standing committees. It is not uncommon to find 100 people or more in attendance. It is through this action-oriented committee that the UCLA School of Engineering and Applied Science has its best opportunity to improve articulation. Sudden unilateral action must be avoided at all costs if smooth transfer is to be facilitated.[19]

D. Statewide Division of Vocational Education

Earlier reference has been made to the program for preparing vocational teachers, sponsored by the Statewide Division of Vocational Education under the chairmanship of Melvin L. Barlow, Professor of Vocational Education at UCLA. Mr. Barlow directs a wide variety of other programs and activities that relate to the community college. Three of these are mentioned below.

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[19] Frederick C. Kintzer. Op. cit., pp. 27-28.

Mr. Barlow is Director of the UCLA Allied Health Profession Projects, which have been funded by grants of more than $2,000,000 from the USOE during the five-year period from 1968 to 1973. Under this program, task inventories and occupational analyses have been made for more than 20 occupations. These have been used for developing instructional materials that have been tested, revised, and validated in actual teaching situations--in high schools, in four-year colleges, and particularly in community colleges. Materials have also been developed for in-service, on-the-job training of faculty members in the allied health professions.

The findings of the projects have been published and circulated widely, as have the instructional materials they have developed. These materials are being used in every state and in many foreign countries, including Australia, England, Germany, Holland, and Switzerland. Although funding for the Allied Health Professions Projects is scheduled to close in 1973, income from the sale of publications will allow many activities to continue, including further refinement of instructional materials, holding conferences, and providing consultation services.

Mr. Barlow directs a three-year "doctoral fellowship program" in vocational education. Funded by grants of more than $500,000 from the USOE, 18 doctoral students have received three-year fellowships of $4,200 a year plus dependency allowances and tuition. Sixteen of the students (half of whom are preparing for positions in community colleges) will have completed their doctoral programs by September 1973.

Under a program known as the Area Manpower Institute for the Development of Staff (AMIDS), the Division of Vocational Education provides workshop and consultation service for faculty development in four western states (Utah, Nevada, California, and Arizona), Hawaii, and the Pacific Trust

Territories. This program, funded by grants from the USOE (roughly $400,000 a year for the past five years), serves many community college faculty members.

E. Office of Educational Career Services

The UCLA Office of Educational Career Services has an active placement and career counseling program for the community college. Its services include finding positions in community college administration, counseling, teaching, and librarianship.

As a part of its activity, the office is making a survey of faculty needs in California colleges and universities through 1980--a survey that makes projections by fields of work, and by types of institution, and in which the community college plays an important part.

The Office of Educational Career Services has prepared a 40-minute audiovisual tape: "Orientation to Teaching in the Community College," that is shown in the center when students or others come in for interviews on opportunities and needs in community college teaching. It is also, on occasion, shown to university classes and at community college workshops and conferences.

Each year, the Office of Career Services has interns in community college counseling who are working for graduate degrees in the field of the community college and serve in the office as a part of their instructional program.

During a period when the number of available college positions is declining, the work of the Office of Educational Career Services with community colleges becomes increasingly important.

F. UCLA University Extension

The University Extension at UCLA is working on a number of programs

that are relevant to community colleges, especially a program (under the leadership of Rosalind Loring, Assistant Dean, University Extension, UCLA) on "Training in Group Counseling of Minority and Low-income Women Students in Junior College." This program for community college personnel was conducted during the 1971-72 university year, with 60 counselors enrolling in and completing the two-quarter program. The purpose of the program was to increase the skills of counselors in group counseling, particularly with minority and low-income students in two-year colleges. In reporting the results of the program, Rosalind Loring and Mary Adams list these outcomes:

(1) formation of working teams of educators who served as advisory committee members, program speakers, group leaders, and participants

(2) strengthened relationships between the university and junior colleges

(3) increased awareness, on the part of both the junior college women and the institutions, of resources in the community

(4) extension of the methods of group counseling to community organizations.[20]

These other programs are influencing the community college in which Mrs. Loring and her associates in University Extension are taking leadership:

(1) A program funded by the USOE trains college personnel to work with veterans in colleges and universities. A two-week institute in the summer of 1972 was attended by 55 representatives of colleges and universities, most of them from community colleges.

(2) UCLA, through University Extension, has been designated one of five regional centers to train university and college personnel to conduct programs designed to recruit and search out "college talent" among veterans. This program, which works closely with community

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[20] Rosalind Loring and Mary Adams. Group Counseling of Minority and Low-income Women Students: A Model Program for Junior College Educators. Los Angeles: Department of Daytime Programs and Special Projects, University Extension, University of California, 1972. p. 12.

college personnel (and also with representatives of senior institutions) in the western states, is funded by the USOE. UCLA is the Western Center for the National Humanities Series under a grant from the National Endowment for the Humanities. This program produces films and other multimedia programs that present current issues and methods of viewing them in the context of the humanities. In working on local programs, Mrs. Loring and her associates often worked with community colleges, such as the community colleges on Maui and on Hawaii; Flathead Community College in Montana; Ketchikan Community College and Sitka Community College in Alaska; and various community colleges in California.

University Extension is working with personnel from Los Angeles City College and from the University of Southern California on plans for preparing paraprofessional personnel in law. Los Angeles City College has a legal assistants program; UCLA has a probate administrator program; and the University of Southern California has a legal secretary program. The resources of these institutions are being marshaled for preparing paraprofessional personnel in law.

For several years, Wanda Sterner, Professor of Chemistry at Cerritos College, has offered a UCLA Extension course on a "Systems Approach to Self-Instructional Materials," a course planned particularly for community college teachers.

G. Graduate School of Education

Throughout this memorandum, programs and activities involving and sponsored by the Graduate School of Education are reported: preparing community college personnel, research, conferences and workshops, and a wide variety of other services. Professors of education have been active in securing extramural funding for community college programs and activities and in leading the community college in California, in the nation, and throughout the world.

Important to these developments is the interest of Deans John I. Goodlad, C. Wayne Gordon, and Lawrence W. Erickson in the community college, and their commitment to UCLA's leadership in the field of the two-year college.

Special mention should be made of the contributions professors in the broad field of higher and continuing education make to community colleges. I have in mind, for example, the contributions of Professors James A. Farmer, C. Robert Pace, Rosemary Park, James W. Trent, and Paul H. Sheats to two-year colleges through such activities as research, teaching (including team teaching with community college personnel), and public service.

The future expanding leadership role of the Graduate School of Education in the field of higher education--including the community college--is suggested not only by plans for the continuation and strengthening of the varied programs and activities noted in this memorandum, but also by the appointment, beginning in the 1973-74 university year, of four new professors of higher education to the faculty of the Graduate School of Education:

Alexander W. Astin, Professor of Higher Education. Immediate past position: Director of Research, American Council on Education.

Helen S. Astin, Professor of Higher Education. Immediate past position: Director of Research and Education, University Research Corporation; and Adjunct Professor, Union Graduate School.

Allan W. Carter, Professor of Higher Education in Residence. Immediate past position: Senior Research Fellow, Carnegie Commission on Higher Education.

Gary L. Riley, Assistant Professor of Higher Education. Immediate past position: Director of Planning and Development. Paseo, Washington School District.

IV. DEVELOPMENTS AT UCLA WITH POTENTIAL RELEVANCE TO THE COMMUNITY COLLEGE

During my work on this survey, I have identified several developments at UCLA that are not currently related to the community college but that have a potential for such relevance. Although, in the paragraphs to follow, I shall note only four of them, others might also undoubtedly--and desirably--be identified and reported.

A. Innovative Instructional Developments at UCLA

Stanley A. Wolpert, Assistant Vice Chancellor, reports a variety of innovative instructional developments at UCLA, some of which may well have relevance to community college instruction. Some of the new plans of instruction funded by the statewide University of California Program on Innovative Projects in University Instruction are: (1) A Laboratory Approach to Political Behavior Analysis by Dwaine Marvick, Professor of Political Science, and Carl P. Hensler, Assistant Professor of Political Science; (2) the Development of a Course in Film and Literature by Donald Marshall, Assistant Professor of English; (3) Seminar-style Field Participation for Elementary Earth Science Students by W. Gary Ernst, Professor of Geology; and (4) the Development of Television Instructional Materials in Economics by Armen A. Alchian, Professor of Economics.

These and other new developments in teaching at UCLA might well be used as the basis for a program of the Advisory Council for the UCLA Community College Leadership Program, a meeting at which members of the council would be joined by deans of instruction from their respective colleges. It might also be possible for UCLA and community college professors in selected departments to have conferences (either at UCLA or on a community college campus) to discuss new developments in the curriculum and in teaching in their particular fields. Recipients of the UCLA Distinguished

Teaching Awards might appropriately be included in such conferences.

B. Committee on Teaching of the Academic Senate

Franklin P. Rolfe, Academic Assistant to the Chancellor and Dean Emeritus, College of Letters and Science, points out the potential relevance of much of the work of the Committee on Teaching of the Academic Senate to teaching in the community college. He refers particularly to the work of the committee on the evaluation of teaching and suggests a possible conference of UCLA professors and deans of instruction in community colleges. (See Committee on Teaching Annual Report 1972-73. To the Academic Senate, Los Angeles Division. May 29, 1973 meeting of the Legislative Assembly.)

C. Community College Market Survey of the "UCLA Product"

Robert S. Kinsman, Acting Dean of the Graduate Division, stresses the importance of the community college as a "user of the UCLA product." He notes that the Graduate Division has from three-and-one-half to four times as many master's candidates as doctor's candidates and points out that community colleges are an obvious market for holders of the master's degree. Dean Kinsman would like to have a study made of "the community college view of the UCLA product." In other words, he would like to have a report on the extent to which UCLA's "master's people" are successful as junior college teachers.

D. Center for the Study of Evaluation

In the Center for the Study of Evaluation in the Graduate School of Education, Allyn and Bacon have developed a series of evaluative instruments, published as a "Needs Assessment Kit" for use in elementary schools. Marvin C. Alkin, Associate Professor of Education and Director of the Center, points out that procedures developed at the center for use in elementary schools might well be adapted to the community colleges. This is an

undertaking to which the cen[illegible] might well address itself.

V. A MISCELLANY OF COMMUNITY COLLEGE ACTIVITIES AT UCLA

In the following pages a number of community college activities at UCLA that do not fit under other classifications in this report will be noted.

A. Cooperative Dental Assistant Program

UCLA has a Cooperative Dental Assistant Program with four community junior colleges (Cerritos, Citrus, Los Angeles City, and Rio Hondo) in which dental assistant students at participating colleges come to the School of Dentistry at UCLA (typically for one day a week) for laboratory work. The laboratory activity of the dental assistant students involves work "at the chair" with an advanced dental student. This experience is reported to have important values for both the dental assistant student and for the UCLA dental student--for the latter, in his learning how to train and supervise an assistant. Bonnie N. Boise, Supervisor of the Doctoral Auxiliary Utilization Program, and former Dean Reidar F. Sognnaes of the School of Dentistry, both report that the UCLA Cooperative Laboratory Program has had an important influence on other universities and on other community colleges throughout the nation. In other words, the UCLA program has stimulated new, similar programs in other universities and colleges.

B. Allied Health Professions, UCLA School of Medicine

Under the leadership of Mervin J. Goldman, Assistant Dean, Allied Health Professions, UCLA School of Medicine, the university offers a two-year program in inhalation therapy through an affiliation with Santa Monica City College. The associate degree is granted by Santa Monica City College,

and UCLA grants a certificate in inhalation therapy.

Working through the Association of Schools of Allied Health Professions, Dean Goldman and his associates have sponsored a training institute for teachers in allied health profession fields. The last such institute, held at UCLA, October 24-27, 1972, featured junior college programs. Junior college personnel were represented on the program, and most of the 44 participants were from community colleges.

C. Office of Extramural Support

Robert J. Eveld, Director of the Office of Extramural Support, and Terence A. Feuerborn, Assistant Director, have made available to me reports selected from more than 3,000 on-going programs supported by extramural contracts and grants to UCLA. They have also provided a list of project applications on which, at the time of this writing, action has not yet been taken.

The files and work of the Office of Extramural Support play an important role in many of the undertakings described in this report. A significant number of UCLA community college projects have been funded by extramural grants that the Office of Extramural Funding has been influential in procuring.

D. The Community College and Intercollegiate Athletics at UCLA

In his recent book, They Call Me Coach, John Wooden points out some of the relationships of the two-year college to the program of intercollegiate athletics at UCLA:

> . . . Another contributor to the intensity and success of the basketball climate in California is the junior college program. Junior colleges have provided UCLA--and for that matter all the schools in the West--with some excellent talent.
>
> Recently I compiled a rather interesting set of statistics which point out the route by which all my lettermen came to UCLA. Up through the 1959-60 team, 62.1 percent came in

from junior colleges. And from 1960 to the present time, 56.6 percent picked up some credits from junior college before being admitted to UCLA.[21]

E. UCLA Participation in Nova University Ed.D. Program for Community College Personnel

Three UCLA professors participate in the Nova University Ed.D. Program for Community College Personnel: Frederick C. Kintzer as a National Lecturer on College Governance, Jay Scribner as a National Lecturer on Educational Policy Systems, and B. Lamar Johnson as a Member of the Board of Advisors for the Program. The Nova University Program is a three-year off-campus doctoral program for qualified community college personnel. It offers degrees in four areas of specialization: administration, behavioral sciences, engineering technology, and curriculum instruction.

F. League for Innovation in the Community College

Established in 1968, the League for Innovation in the Community College is a national organization of community college districts, which aims, through cooperative work, to encourage and evaluate innovation and experimentation designed to improve varied aspects of college operation.

Epler asserts that the League is "an important spin-off of the UCLA Junior College Leadership Program."[22] In making this assertion, Epler had in mind not only the involvement of UCLA professors in the establishment and operation of the League, but also that the idea for the organization emerged from a seminar and a conference sponsored by the UCLA Junior

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[21] John Wooden. They Call Me Coach. Waco, Texas: World Books, Publisher. 1972. P. 85.

[22] Stephen Misner Epler. A History of the UCLA Junior College Leadership Program: 1960-1971. Unpublished Doctor of Education Dissertation. University of California, Los Angeles. 1971. P. 183.

College Leadership Program.[23,24]

League activities include workshops and conferences, teacher exchange programs, intercollege staff visiting, and research. Evaluation as a basis for improvement is stressed in League programs. The League is supported by membership fees, by foundation grants, and by government and other contracts.

The following 16 districts in eleven states are currently members of the League:

Brookdale Community College
Lincroft, New Jersey

Central Piedmont Community College
Charlotte, North Carolina

Coast Community College District
Costa Mesa, California

Cuyahoga Community College District
Cleveland, Ohio

Dallas County Community College District
Dallas, Texas

Delta College
University Center, Michigan

Foothill Community College District
Los Altos Hills, California

Junior College District
St. Louis, Missouri

Kern Community College District
Bakersfield, California

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[23] Innovation, the American Junior College. Invitational National Seminar on the Experimental Junior College. Sponsored by UCLA Junior College Leadership Program and Science Research Associates. February 23-26 1967. Palo Alto: Science Research Associates, 1967.

[24] B. Lamar Johnson, editor. The Experimental Junior College. A Report of a Conference, July 10-12, 1967. Occasional Report Number 12 from UCLA Junior College Leadership Program. School of Education, University of California, Los Angeles. 1968.

Lane Community College
Eugene, Oregon

Los Angeles Community College District
Los Angeles, California

Los Rios Community College District
Sacramento, California

Maricopa County Community College District
Phoenix, Arizona

Moraine Valley Community College
Palos Hills, Illinois

Peralta Community College District
Oakland, California

Santa Fe Community College
Gainesville, Florida

The 44 colleges in League districts enroll more than 300,000 students. Mr. Johnson is Executive Director of the League. Richard D. Howe, until recently Assistant Executive Director of the League, completed his requirements for the Doctor of Philosophy degree in Education at UCLA while serving on the staff of the League. Arthur Berchin, who has succeeded Mr. Howe at the League, received his Doctor of Education degree in Educational Administration at UCLA in 1971. Other UCLA personnel who have participated in League programs and activities include Mr. Cohen, Mr. Kintzer, M. Stephen Sheldon, former Director of the UCLA Danforth Junior College Program, and Mr. Trent.

On several occasions, the League has joined UCLA in sponsoring conferences--including, for example, the July 16-17, 1971 Summer Conference, the theme for which was "Toward Educational Development in the Community Junior College."[25]

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[25] B. Lamar Johnson, editor. Toward Educational Development in the Community Junior College. Occasional Report No. 17 from UCLA Junior College Leadership Program. Los Angeles: Graduate School of Education, University of California, Los Angeles. 1972.

On occasion, League personnel also work on research with professors at UCLA. Members of the League staff and representatives of League districts, for example, joined Mr. Trent in the early discussion and planning of what later became The Study of Junior Colleges.[26] League colleges were also used for some of the case studies in the book.

VI. RECOMMENDATIONS AND CONCLUSION

Since this is not an evaluative study, I make no recommendations for strengthening specific programs in these pages. I do, however, have recommendations--largely general and operational in nature--for improving relations with and increasing the value of community college activities at UCLA.

A. Three Recommendations

1. Continue and Expand Efforts to Identify Community College Activities and Programs at UCLA. The present survey is an exploratory undertaking only. It by no means identifies all that is going on in the community college field at UCLA, yet such identification can contribute to strengthening both a university that depends heavily on the two-year college and a community college that looks to the university for support. A continuing and extended survey of this type, when further refined in technique, can contribute to the mutual strengthening of UCLA and of the two-year college.

2. Evaluate Individual UCLA Community College Programs and Activities. The present survey makes no attempt to evaluate the effectiveness of the programs it reports, yet

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[26] Trent. Op. cit.

such an evaluation is needed if the community college programs and activities carried on at UCLA are to achieve their maximum effectiveness. Only by evaluation can strengths and weaknesses be identified as a basis for improvement. Research is, of course, a major objective of the university and evaluative studies of the community college programs and activities can clearly become important undertakings in its research.

3. Take Steps to Coordinate the Varied UCLA Community College Activities and Programs. A multiplicity of such activities and programs is carried on at UCLA, yet most of them are solo endeavors with little or no reference to other community college activities at UCLA. Indeed most of the personnel responsible for these programs and activities are not even acquainted with each other, let alone aware of the respective undertakings for which the others are responsible. The coordination and sharing of resources and expertise would clearly strengthen the contributions UCLA makes to the community college and, conversely, the contributions the community college makes to the university.

I recommend that the Chancellor appoint a committee to formulate plans for strengthening and coordinating community college relations and activities at UCLA. Such plans should provide for pooling the

resources available within the university and directing them to the needs and opportunities of the community college. Such a committee as I propose should include members from both the UCLA administration and the faculty in Education and in other departments referred to in this report.

B. Conclusion

The UCLA community college program and activities identified in this report are varied and impressive. They have not, however, been coordinated or even evaluated.

The recommendations made in the preceding paragraphs can, if accepted, contribute to the development of cooperative programs between UCLA and community colleges that Chancellor Charles E. Young envisaged when he called for such programs in his July 1972 address to UCLA's National Community College Conference on "Community Junior Colleges and Universities: Partners in Higher Education."

The acceptance of these recommendations can also contribute to the achievement of the basic goals of the university as it engages in research on and with community colleges, as it offers instructional programs in the field of the community college, and as it engages in university service for and with community colleges.

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